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ABSTRACT

This report describes an infant day care curriculum which provides guidelines for programs that are involved with very young children. The goal of such programs should be the development of children's self confidence, love of learning, and feelings of importance and success. Activities for infants and toddlers should stimulate intellectual development while simultaneously enhancing children's sense of safety and security. Play is the focal educational experience in the curriculum, with emphasis on action in the physical environment. The report is presented in two parts. The first part concerns areas of learning and appropriate activities. Included are large motor activity areas, with specific suggestions for children ages 1-3, 3-4, 5-6, 6-9, 10-12, and 12-30 months. Activities for language and mathematical skill development for older (18-30 month) infants are also described. Part II concerns caretaking aspects of the program, with suggested procedures for eating, sleeping, diapering and toileting, and laundry. (DP)

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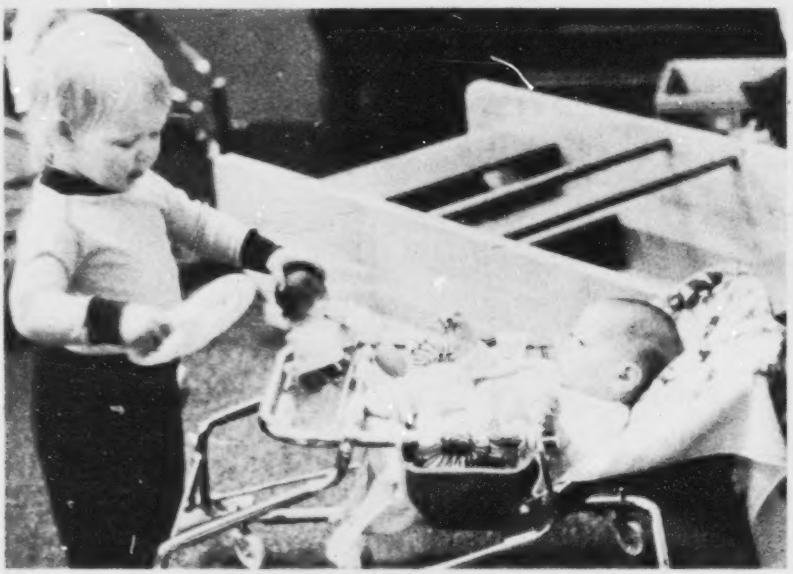
DAILY PROGRAMMING FOR INFANTS IN DAY CARE



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DAILY PROGRAMMING FOR INFANTS

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DAILY PROGRAMMING FOR INFANTS IN DAY CARE

By

E. Belle Evans and Margaret Ryans

INTRODUCTION

Psychologists today recognize the critical importance of the first two years of life in developing all facets of a child's personality (physical, emotional, psychological, social and intellectual). From the very earliest days of life, the infant begins to learn about his world. According to Dr. Erik Erikson, a noted psychologist, the infant discovers first whether his environment is one in which he/she feels comfortable and happy or just the reverse. This stage Erikson calls the "trust versus mistrust" phenomenon.

If an infant is fed when he is hungry, changed when he needs diapering, received stimulation from seeing, hearing, touching and tasting; interacts socially with others through smiles, hugs, kisses, rocking, etc.; then he begins to realize that his/her world is a safe place, a world in which there is only temporary discomfort followed by relief - in short, a world which he/she can trust.

Quality infant day care can supplement home care and help infants achieve this sense of trust. It is imperative that an infant feel secure, for trusting relationships form the basis of healthy personality development.

About the age of 18-24 months children begin to assert themselves. This is a normal development which Erikson calls "autonomy". At this stage the young child wants to "do things himself". He is venturesome to the point of recklessness. He needs firm limits, but loudly protests any and all restrictions on his freedom. His reaction toany restraint is an emphatic "NO"!

Such toddler two-year-olds need the guidance of firm but kindly, understanding adults. Teachers need to set and maintain safe limits to protect their children from serious injury, but should not be so restrictive that children do not have the opportunity to explore and even experience an occasional bump or two either while learning from their environment or from their interactions with other children. At all ages, but particularly at this one, toddler two-year-olds

need to be rewarded for their efforts to establish autonomy. They need to experience success, and teachers should help each child feel that he/she is worthwhile; that he/she is a competent person.

How can a teacher, or any adult for that matter, help a child develop autonomy instead of self-doubt? In the first place, a teacher can plan the classroom environment whereby children are free to explore all areas freely. Such freedom requires that anything not to be used by children must be stored out of their sight and reach. This eases the task of supervision and decreases the number of times a teacher must say "NO" to a child.

A second way in which a teacher can help a child gain autonomy is to permit him/her some initiative and choice whenever it seems appropriate. Often the opposition to naptime can be lessened by allowing the child a choice of one favorite toy to take to bed with him.

Of primary importance at this age is the need for a child to feel successful in the area of toilet training. He/she should be rewarded for successes rather than punished for mistakes. Rigid toilet training practices which attempt to force a child to comform through negative reinforcement (spanking, shaming or punishing) undermine a child's sense of personal worth and may cuase feelings of self-doubt which carry over into other areas, often seriously curtailing his development.

Children learn to believe in themselves by repeated experiences which prove that they are competent, while repeated failures produce self-doubt and undermine their entire personalities. Consequently an exciting, safe environment, reinforced by praise and reward from adults when a child explores, shows curiosity, and asks questions, all help to encourage a child to feel that learning is both exciting and satisfying. Obviously a child who loves to learn, and is confident that he can, is more likely to be successful not only in school and in social adjustment but also in adult life. The goal of all programs providing infant day care should be to <u>enhance</u> this development.

While all experts agree on the importance of these first years, there is some disagreement as to how children ought to be assigned to groups in day care in order to promote optimal development. In many foreign countries (France, Yugoslavia, Russia) infants are segregated in

in groups narrowly defined by chronological age. Other countries (Sweden, Denmark) have found such narrow chronological age groupings to be both inhibiting and lacking in stimulation. Instead they place infants in mixed age groups ranging from six to twenty-four months. At Lesley College, we have found that the most appropriate age grouping for children in our infant center is approximately one to eighteen month, and that the "ideal" group size is twelve infant-toddlers. (This requires the presence of three teachers in order to preserve the ratio of one adult to four children.)

Usually four or five toddlers assemble in a group and play together. Our middle infants (8-12 months) crawl on the floor and play with toys or scoot around the classroom in walkers investigating and exploring, while our youngest babies play with their rattles, "tray" toys, etc., or examine the mobiles and watch the other children.

While chronological age can be used as a rough measuring stick, we do not use it as our primary index for grouping children. We have found that children are ready to be promoted into our toddler group when they can understand and comply with directions or else display aggressive behavior toward younger infants by biting, hitting, pulling hair, etc. When they can understand and follow directions, toddlers are ready for larger group activities. In like manner, when aggressive infants are placed with children their own age and slightly older they are much more reluctant to attack children who may be more than their match.

In this age grouping, the toddler two-year-olds, we try to restrict the age spread to no more than one year. Thus children range in age from 18-30 months. Promotion to the next group, the two-year-olds, occurs when children are able to express themselves through language and are ready for toilet training.

The next advancement of a child (to the three-year-old class) is based on his/her ability to participate in group activities. While some toddlers may be toilet trained, most children are not ready for this degree of self control until they are between two and two and one-half years old.

Open group toileting facilities are located adjacent to our two-year-old room and children have ample opportunity to watch older children using the toilet. In our opinion, it is easier for a child to learn self-toileting when the facilities are readily accessible, i.e., nearby; and where good role models are in sight.

Whatever grouping procedures you establish in your own day care center, you should correlate the grouping with the classroom set-up in order to insure the optimal growth and development of your children.

Classrooms for infant-toddlers and two-year-olds should not contain a duplication of the equipment and supplies used by older children. Neither should such classrooms attempt to duplicate the home. While elements from both environments are appropriate for this age group, neither category contains all the elements which we feel are most important for such children.

At the Lesley College Children's House we have tried to develop a program suitable to the needs of our own children.

The curriculum presented in this discussion is designed to stimulate children to achieve their full potential. Play is the focal educational experience for all young children. Infants do most of their learning through play, play is meaningful to the infant's sensitibilities, abilities, and desires; play designed to foster development; play in which the teacher interacts with the children, serving as a guide in the learning process.

Such a curriculum emphasizes action in the physical environment, where skills may be practiced and perfected. Consistent satisfaction of physical needs combined with stimulating play activities develop a strong positive relationship between the infant and the classroom teachers. At each stage in development the infant will learn about himself/herself through manipulating objects, and relating to his/her teachers and peer group.

In developing a curriculum for infants, the teacher must realize that in working with the very young child, everything is a strange new experience. Consequently, the teacher must provide the infant with games and play that will enhance his sense of security as well as stimulate his intellectual development. Of the utmost importance should be the realization that cognitive skills can develop only in an environment which fosters emotional security.

All activities should be geared to meet the infant's present capabilities and designed to help the infant achieve success in the next stage of development. When a new level of achievement emerges, a new activity must be provided in order to stimulate evolutionary growth. Such an "achievement

ladder 'curriculum" should be the basis of any infant classroom. Creativity must be employed in order to provide for the individual differences which prevail among infants. Curiously enough, rewarding experiences for the infant-toddler are often the easiest to supply. Moreover, they are the most fun for both children and teacher.

Activities presented in this curriculum have been designed to achieve the following objectives:

1. To help each infant develop basic skills such as: focusing the eyes, eye-hand coordination, muscle control of the fingers, coordination of movements, recognition of identical objects, distinguishing differences among similar objects, etc. Such skills may seem to have little immediate effect except a "fun" experience. However, the latent carry-over from these experiences encourages the child to undertake the more complicated task of exploring the world around him.

2. Once the infant has acquired these basic skills, he/she then possesses much of the foundation for thinking, speaking, and reading.

3. The curriculum should provide an enjoyable learning experience for each infant.

4. It should encourage a feeling of self-reliance, independence in the child making each more confident in his/her own abilities.

5. The curriculum should be designed to encourage interaction between the teachers and each infant so that a relationship of mutual trust will develop.

6. The curriculum should be organized into specific categories such as: motor, language skills, art, music, etc.

7. The program should be flexible enough to accomodate the changing needs of the growing infant.

8. The teachers must possess aims or goals and a sense of purpose to aid each child in developing his/her innate potentialities.

The foregoing list of objectives are meant to be illustrative. Each teacher should develop his/her own list based on the needs of the children assigned to his/her care.

Once this framework has been established, the following guidelines should be studied and used selectively where ever the information seems applicable.

We have chosen to organize the relevant material under three separate headings:

PART I: LEARNING AREAS AND SOME SUGGESTED ACTIVITIES

PART II: CARETAKING FACILITIES AND SOME SUGGESTED PROCEDURES

PART III: OUTDOOR ENVIRONMENT AND SOME SAFETY PRECAUTIONS

PART I: LEARNING AREAS AND SOME SUGGESTED ACTIVITIES

LARGE MOTOR ACTIVITY AREAS

From the very earliest weeks of life, the young infant is a physical being. Sucking, crying, kicking are all physical activities. As the infant matures, he begins to acquire more and more control over his/her physical self. One of the primary tasks of infancy is the beginning of mastery of motor skills - how to sit, stand, walk, climb, etc. Therefore, providing an infant with opportunities for large muscle development is extremely important.

How do you design an environment which is exciting and stimulating for both your very youngest and very oldest children? How do you prevent conflict when the two groups, infants and toddlers, must co-exist in some of the same living space?

Children learn about their surroundings through the processes of seeing, touching, tasting, smelling, and manipulating. Consequently, every teacher should rely on these processes to provide developmental learning experiences. It follows that an infant room should provide interesting, exciting, stimulating, and challenging "things to see and do". Big things, little things, things to put in, things to take out, things to see, things to touch and feel, things to make noise, things to taste and chew on, and things that move and work. In short, all senses should be stimulated in order to encourage the child to wonder, manipulate, and explore.

The following list of "eye-catchers" will encourage an infant, even in the crib, to enjoy his/her surroundings, encourage eye-focusing, develop eye-hand coordination, and stimulate the infant to reach and grasp.

1. Colorful pictures on walls.
   Purpose: Encourage eye-focusing and stimulation.

2. Musical mobiles with animals or little people hanging <u>low</u> over the crib.
   Purpose: Encourage eye-focusing, stimulation, and entertainment.

3. See-through crib bumper.
   Purpose: Eye-focusing and stimulation.

4. Mobiles hanging from ceiling.
   Purpose: Eye-focusing and stimulation.

5. Crib gym with assorted shapes, colors, sizes.
   Purpose: Encourage eye-focusing, eye-hand coordination, reaching, grasping, pulling, exercising, and exploring. This device is a most valuable tool for developing motor skills. If interchangable shapes are replaced every few days, the infant is provided with a fascinating variety of different objects to explore; thus stimulating both physical and mental development.

Suggested Activities for Infants Ages 1-3 Months: Eye Focusing

At birth, a baby is not a passive "blob" - he/she is a wiggling bundle of energy. He/she can see even though the eyes are unable to focus well. One of the best ways to assist the infant in developing eye control is to provide a moving, ever-changing eye-catcher such as a mobile. Every breeze, or if none if available, an electric fan, will keep the mobiles in motion, providing a desirable stimulus to the rapdily developing little brain.

By the time the infant is three months old, easy-to-grasp toys should be supplied. Toys with interesting shapes and textures that encourage touching and grasping; toys which will improve dexterity, build muscles, and challenge the evolving mind.

While infants can learn while confined for a time in cribs or playpens, we are opposed to imprisoning them in this fashion during the greater part of their waking hours. Instead we suggest the following alternative procedures:

1. CARPETED PLATFORM OR "PIT" AREA

At the Lesley College Day Care Center, The Children's House, we have constructed a large (4' x 8') platform area in the corner of one of the playrooms for the use of infants. The platform is bounded on two sides by walls, one of which contains windows at a height through which the children can view the world outside. The third side has a partial shelf partition, under which the children may crawl. The fourth side is partially covered by strong fish netting so children can survey the classroom.

Colorful mobiles are hung above the platform and pictures adorn the walls. Toys and pillows are scattered around the platform where infants are free to sit, crawl, play with toys and each other without fear or danger of being runover by the older infants who may be speeding about in walkers or on kiddie cars.

An alternative infant "haven" might be a carpeted, sunken pit area. This retreat serves much the same purpose as the raised platform at The Children's House; that is, to insure that young babies are protected from the more mobile, active infants but still part of the group.

When infants are not in the "pit" or platform areas, they can be placed in bounce-chairs, bolstered with pillows and towels to a sitting position. From this vantage point they can play with the toys which are placed on the bounce-chair tray and watch the older infants move about.

While propped in the bounce-chair, infants can be moved to the area of greatest activity. For example, during the summer when the older infants and toddlers are splashing about in the wading pool, the younger infants (2-4 months old) sit watching them happily and playing with their rattles and other toys.

Suggested Activities for Infants Age 3-4 Months: Eye-Hand Coordination

During the third and fourth months of life, the infant's usual position is flat on his back or stomach. In this position, the infant is able to make more use of his new found ability to move his head and hands at will. Placing the infant on the floor surrounded by eye-catching toys will encourage more rapid development. Freedom encourages the infant to use his arms and legs, developing both small and large muscle coordination.

At four months, the infant begins to respond to an adult's voice, and coo's in response. These sounds are the first steps toward language. The infant uses these sounds to express his/her feelings of happiness, eagerness, dissatisfaction, etc. The emergence of such verbalizations should be encouraged by the teacher who should respond with smiles and words of approval, and also repeat the infant's sounds.

By this time the infant is ready for such experiences as rattle games and ball games. Various objects of different sizes, shapes and colors will attract his/her attention. Play activities should be designed to develop, strengthen, and coordinate the child's sense of sight, hearing, and touch. Once an infant is able to roll over, rattle activity is an excellent teaching aid to broaden his/her horizons.

Suggested Activity: Rattle Play

While the infant in lying face-up, the teacher should stand to one side, out of the child's direct line of sight, then shake the rattle softly. Once the baby is aware of this noise, move the rattle around in a circle, always smoothly and slowly. Move it to the side so that the infant must turn his head in order to follow the sound. After the child has solved this problem, make it harder to see the rattle, continue to keep your body mostly out of his/her sight so that his/her attention is on the sound rather than on you. If the infant is having difficulty following the rattle, move it back and forth in and out of sight again until the baby moves his/her head in order to see it. Once the infant sees the rattle, the teacher should say joyfully, "Now you see it." Remember, encourage language development constantly.

This rattle game can be played while the infant is lying on his stomach, although it takes more strength for a child to partially support some weight with his/her arms in order to move the head. Gradually the child will begin to reach for the rattle. When this happens, give it to him/her, let him/her feel, hold it, taste it, explore it, and manipulate it. Remember, talk, explain what is happening, verbalize the action, reward exploration, curiosity.

A word of cuation - when buying toys for the infant 3-4 months old, keep in mind that at this age everything goes in the mouth. Therefore, washable *toys are most appropriate - colorful small toys* that are small enough for the infant to grasp, light enough to hold easily, but large enough not to be swallowed or caught in the windpipe.

Such toys include: rubber animals, rubber dolls, washable stuffed animals, washable stuffed dolls, rubber rattles, see-through vinyl rattle, rubber clutch balls, etc. Using these toys as tools, activities may be devised which will encourage growth in eye-hand coordination, language development, small and large muscle dexterity.

Suggested Activities for Infants Age 5-6 Months

At 5-6 months, most infants are able to sit up relatively unsupported. By this time, the infant should be actively exploring everything that is around him. As at an earlier age, everything continues to go in the mouth, not because of hunger, but because the infant is curious, likes to feel the different textures of things, and is curious, likes to feel the different textures of things, and is still learning largely through sense perception. The infant at this age is in the oral stage of development. Also, teeth are beginning to erupt and the infant loves to put everything in the mouth, bite on it, roll it around, probe it with the tongue. Perhaps such activity is a type of gum massage. In any event, for the next couple of years dangerous objects must be kept out of the child's reach.

Thus, once the child can sit erect, an all out effort should be made to improve coordination, and provide sensory learning experiences.

2. LARGE CARPETED AREA

As infants begin to crawl they need opportunities to practice this new skill. Half of our floor space for infants at the Lesley College Children's House is covered with fire-proof indoor-outdoor carpeting. Here infants crawl around safely and play on the floor with manipulative toys, such as busy-boxes, shape-sorters, etc. (See Appendix I; Manipulative Toys)

Before they are able to walk unassisted, many infants enjoy scooting around with the help of walkers. The walkers allow infants a freedom of movement and the mobility to investigate their surroundings. For this reason toys should be stored on low shelves; accessible to children as they crawl, scoot about in walkers or totter around by themselves in the early stages of learning to walk.

Suggested Activities for Children Age 6-9 Months:
Exploration

At this stage of development, most babies are more independent. They can get some of the things they want by crawling around, they like to be talked to, and they respond with a smile or a babble. This is also a stage when all dangerous objects should be put out of reach so the infants will not have to be needlessly discouraged by a "No, No" when trying to accomplish a desired goal.

Infants learn about their environment through their eyes, ears, and hands. they learn skills such as looking, reaching, grasping, walking, and talking. They becme competent in solving problems such as finding hidden objects. They learn to have fun when playing peek-a-boo while at the same time they are beginning to learn that words have meaning and can help them understand the world.

The infant is an active organism who is trying to make sense out of a complex world. As a teacher it is important to be responsive to the on-going activity of the child. This ncudes being sensitive to the infant's intentions. Sensitivity to these intentions will lead to an appreciation of accomplishments. It is important to recognize accomplishments with words and smiles, and positively reward progress. This response gives the baby a sense of his/her own competence and ability.

Between the ages of 6-9 months, the infant spends most of his/her time either on the floor, or in a jumpseat or walker so that learning about and exploring the environment takes place while the child is strenthening his/her muscles and developing greater coordination. This development allows the child to become increasingly independent.

As teachers, it is important that we know when a child is in a receptive state for learning. Moreover, it is of crucial importance that we know each infant well enough to recognize those periods of greatest alertness. When a child is most alert and happy, is the time when his/her attention span is the longest, it is also the time of maximum learning potential and responsiveness. It is the time when infants sit erect and play with something with the greatest concentration. Keeping a baby in a teacher-directed play siutation too long will make his/her become fussy and frustrated; hence no

further learning can take place. Thus it is important for teachers to know each infant very well in order to maximize the effectiveness of one-to-one teacher directed activity.

Suggested Activities for Children Ages 10-12 Months

By the 10-12 month's stage of development, infants have become even more independent and more freely about the room. This is the time when a walker enables each infant to get where he wants to get in a hurry. Most infants cannot walk unsupported at this stage, but with a walker to give them support, they can develop their muscles and soon gain the requisite strength and stability to walk independently.

At this age, the infant has progressed beyond the rattle and very young infant toy stage. Now he/she is more interested in manipulative toys, puzzles, colors, and is learning to identify and classify objects such as: ball, dog, kitten, or familiar foods such as apples, eggs, or cookies. The following list contains some toys that have proven helpful in assisting an infant to develop both eye-hand coordination, and color and shape recognition: shape sorting box, shape matching box; nesting box, nesting cups; pop-beads; mirrors; balls; peg bus; pull cubes; tug-a-lug train/boat train; lock box/wood, metal; cloth bricks; picture books; peg pounder/hammer pegs; music box, music radios; magnifying glass; rubber animals, rubber families; etc.

3. CLIMBING STRUCTURE

Infant-toddlers are very active; they seem to possess boundless energy. At the Lesley College Children's House, infant-toddlers climb tirelessly up and down the padded stairs we have constructed. While this kind of climbing seems sufficient at first, toddlers soon want to advance to the more complicated climbing apparatus in our indoor activity room. This structure allows toddlers to climb, slide, and "hide", so that they do not only exercise their muscles, but also gain an awareness of how their bodies act in space, and some inkling of the forces which operate on them (i.e., gravity, momentum, object permanence, etc.)

Our two-year-old classroom has a more advanced version of this climbing structure in order to provide additional challenge for older children. In our original two-year-old classroom we installed a metal runged semi-

circular climbing device over the indoor sand box area. If a child should fall off, the fall was cushioned by the soft sand.

In another classroom, we built a wooden "gang plank" ramp converted into a ladder by wooden staves in order to assist children climbing up the plank. At the tome of the plank was a platform area, with one side enclosed with heavy fish netting so children could look out without falling. Another side opened onto a slide which ended in the sand box area.

At present, our oldest two-year-old group shares the indoor activity room upstairs with our four and five-year-olds. Adjoining the climbing structure, a large slide provides a safe but thrilling ride to a padded landing area below.

4. TILED AREA

Infant-toddlers need the opportunity to exercise throughout the day. They need to use their bodies running and jumping, etc., as well as practice with toys which promote the development of motor skills. While an outdoor area would be most convenient in providing such an exercise space, usually it is not feasible to allow children continuous access to the outdoor play area. Moreover, during very bad weather it may not be possible to use the outdoor play area at all. For this reason we recommend that you provide not only a carpeted area for infants but also a tile or linoleum area where infant-toddlers can run, jump, skip, etc., or ride wheeled vehicles (kiddie carts, tricycles) push cars, tucks, etc., or pull wheeled toys ("Snoopy" dogs, "Buzzy" bees, etc.).

Toddlers and two-year-olds also need such a tiled area to exercise their muscles and use wheeled vehicles. (See Appendix II - for Suggested Wheeled Toys to be used in this area.)

5. OTHER AREAS

In addition to the areas mentioned there are other toys which provide for large muscle development. In all probability you will want to restrict their use indoors to the tiled area of the room, but on occasions you may want to use such objects and equipment elsewhere. In any case, in order to develop coordination and cooperation,

as well as to provide for large muscle activity, you will need to have some of the following toys available:

Infant Bounce Chairs
Infant "Jumpers"
Rocking Boat
Assorted Soft Foam Balls
Texture Balls
Bozo Clown Punching Bag
Tumbling Mats

For older toddlers, and especially two-year-olds, you may wish to provide woodworking activities. Toddlers enjoy toy pounding benches and a carpentry bench (either purchased or homemade) where they can pound with a toy hammer, turn "nuts and bolts" with a toy wrench, etc.

Some two-year-olds are advanced enough to use adult hammers and nails if they are under close supervision. Often children experience sheer joy in pounding large headed nails into soft wood. If wood is unavailable, layers of cardboard glued together will suffice. Sometimes a child will nail two pieces of wood together and call it a train, boat, car, etc. Praise should be given for such an accomplishment. Sometimes children will want to paint their wooden creations and bring them home for the family to admire.

Our two - thre-year-old classroom has a permanent "woodworking shop". For the two-year-olds a shelf with wooden blocks nailed to it provides opportunities for pounding, and we have a small carpentry bench equipped with a vise. Simple tools such as hammers and saws are hung on a near-by peg board.

BLOCK AREA

Another resource helpful in developing large muscle control is the block area. While infant-toddlers are not as skillful in block constructions as older children, they do enjoy piling one block on another, and especially delight in knocking the whole pile down. In our experience, large cardboard building blocks, soft cloth-covered rubber foam blocks, and giant lego blocks are all satisfactory for infant-toddlers. We do not recommend that you use the traditional wooden

nursery blocks with this age group as the structures exected by these children are very unsteady and topple over very easily. Moreover, hard blocks hurt when they are used as weapons for hitting other children, or when tossed around carelessly.

Extensive props (rubber "people", small cars, trucks, etc.) are unnecessary for this age group, as infant toddlers usually find that the stacking and toppling of blocks is a sufficient challenge.

We do recommend carpeting for the block area, if possible, as usually children will be sitting on the floor while building with blocks. Moreover, the area should be enclosed, at least partially, so that older infant toddlers can build without constant interference from younger infants bent on the destruction of their "towers".

In classrooms with older toddlers and two-year-olds, "unit" wooden blocks form the basis of the block area. As these are expensive ($100.00 for a full set) they should be stored systematically on a nearby shelf. Often "outlining" each shape block will help children re-stack blocks in an orderly fashion during clean-up time.

Props for the block area become increasingly important as children get older, for they contribute to rich dramatic play. Such props include small trucks, cars, animals and people. A list of appropriate blocks and "props" for various ages can be found in Appendix III.

HOUSEKEEPING AREA

Housekeeping is one of the basic areas in all pre-school classrooms. Here children find familiar objects most closely related to their home experiences and have an opportunity to act out the various roles they have seen (mother, father, sister, brother, etc.) in order to gain a better understanding of society. Toddlers especially enjoy role-playing, and both girls and boys love to dress up in simple adult clothing (hats, scarves, pocket books, etc.) and look at themselves in a mirror.

While the socializing effects of this area are only in their most rudimentary form, it is important in that it provides opportunities for children to gain greater understanding of their world, and as home is the first world they know it is most appropriate that they have the opportunity to act out what they see and feel in familiar surroundings.

You should have both kitchen and bedroom facilities represented in your housekeeping area since for the child these two rooms are the greatest source of identification with home.

Whether you use expensive store-bought furniture, or cardboard cartons painted with the appropriate fixtures (burners on the stove, etc.). We suggest your housekeeping "kitchen" contain a sink, stove, refrigerator, table and a few chairs. In addition, you will want some equipment such as pots, pans, dishes, broom, dustpan, etc., to encourage dramatic play. Such items may be purchased from toy manufacturers, donated, or substituted with appropriate adult utensils.

The "bedroom" should contain cradles or beds for assorted dolls, rocking chairs and a storage chest for simple doll clothes (scarves, blankets, poncho-type clothing that contain only a hole for the doll's head with no snaps, buttons, or sleeves to confuse children). If at all possible, you should try to make or buy the doll bed large enough for a child to lie in. This encourages dramatic play and the acting out or a most important (if not entirely welcome) aspect of toddler - two-year-old life.

We suggest that the dolls you buy or make be very simple rubber or washable cloth. With these replicas children are free to use their imagination and make the doll what they, the children, want them to do.

Where you station your children's housekeeping area will depend upon many factors - the size and shape of your room, the other areas in the room, and the age of the children. The housekeeping area requires little supervision and may be located near either noisy or quiet areas. One word of caution - if you do have an indoor sand and/or water play area, do not locate it near the housekeeping area unless you want to find both sand and water in with the dolls and other equipment.

While our infant-toddler room at the Lesley College Children's House contains only the most basic housekeeping essentials, our toddler and two-year-old classrooms have large, well developed housekeeping areas.

To summarize, because language is not highly developed at this age level, infant-toddlers and toddler - two-year-olds need to use their entire bodies for learning and expressing themselves. Dramatic play in the housekeeping area provides a very important source for such role play.

ART, PUZZLE, AND TABLE ACTIVITY AREA

Older infants, toddlers and two-year-olds enjoy planned group art activities. Such activities include, among others, finger painting, collage (pasting assorted materials on paper), and play dough. We have found it helpful to have five or six small chairs around a little table for use by the children during art activities. Usually one such activity is planned for each day.

Suggested Activities for Children Ages 12-30 Months: Art Experience

When presenting art experiences to the infant-toddler, the teacher should verbalize differences in colors, shapes, forms, and textures of the substances used. Although the infant's speech is usually rather limited, through art he is able to explore one means of self-expression. Art activities may also be used to develop social behavior patterns such as sharing and working together in groups. With teacher guidance, infants can be encouraged to engage in at least three apsects of art: painting, sculpture, and collage.

Painting

There are four kinds of paint which are suitable to the infant day care setting. They are: powder paints, tempera paints, finger paints, and poster paints. All paints must be non-toxic. For the very youngest children, household products such as chocolate syrup, instant pudding, whipped Ivory Flakes, food colored corn starch, may be used as substitutes or occasional alternatives to paints. The only danger inherent in this procedure is that some children may become confused when food stuffs are used for both eating and art activities.

The most familiar types of painting are: brush, finger, and sponge painting.

Collage

Often collage making is used as a vehicle to introduce children to varied textures and colors. Among the raw materials children may use in this art form are: breakfast cereals, magazine pictures, fabrice, tissue paper, construction paper cut in various shapes, paper plates, craft sticks, yarn, popsicle sticks, straws, etc.

Sculpture

Sculpture introduces infants to spacial relationships (concepts of size and shape). Moreover, it places a premium on manual dexterity and creativity. Hence for many children, "sculpturing" is an invaluable experience. The conventional materials are "play-doh" and clay. The infant - toddlers can learn to make "balls"; and "snakes". Cookie cutters may also be used to produce a variety of designs.

Thus, art experiences are important activities for children. All young children need to explore the feel, taste, and smell of different objects and materials. Our middle infants (8-12 months) enjoy finger-painting with chocolate syrup and whipped cream while our older infant - toddlers can use shaving cream and regular finger paints, with supervision, since they are less likely than younger infants to put such materials in their mouths.

Infants, toddlers and two-year-olds alike enjoy painting using large 1/2" brushes or coloring with large crayons. A word of advice; we suggest that you store all art supplies out of the reach of children when not in use. (See Appendix IV: Suggested Art Materials)

PUZZLE AND TABLE GAMES

Before and after art activities the table can be used for puzzles and table games. We have been surprised at the skill our infant - toddlers display in completing puzzles. From very simple one piece picture puzzles (one apple, one banana, etc.), to more difficult multi-piece puzzles, our children progress with surprising speed. From our experience, we would advise you when choosing puzzles for infant toddlers to be sure that each part is recognizable in itself outside the context of the whole puzzle. For example, a piece should contain the whole head rather than a piece of a head and a piece of sky.

In addition to puzzles, other table games which infant toddlers enjoy are: giant attribute blocks (a set of red, yellow and blue circles, squares, triangles and rectangles in two sizes and two thicknesses); table blocks (small lego, colored cubes, parquetry); shape sorter; stacking toys and lock box, to mention only a few of the many options available.

We advise that you display materials on low shelves near the table so that children may select the puzzle or toy which they wish to sue. Do not put all your table toys out at one time. Often children are overhwelmed by too many alternative materials and will explore them only in a cursory manner before becoming bored. In order to keep children interested, you should introduce new materials often and put the old ones away for a rest. You can alwasy reintroduce them at a later time.

Appendix V contains a list of suggested table toys which you might find helpful. Toys are classified by age appropriateness.

LIBRARY AREA

The acquisition of language is one of the most important skills young children learn. Adults can do much to assist children in developing language skills throughout the day by talking to them, explaining, labeling and questioning.

In addition, every classroom needs and area set aside specifically for children to examine books and listen to stories being read. Such a place we call the Library Area. This area must be cosy and comfortable, a place where children can rest and relax apart from the noise and distraction of other activities. We have found that tables and chairs are unnecessary here, as children feel far more comfortable sprawled on the floor poring over a picture book, or snuggled warmly on an adult's lap while listening to a story. Pillows placed on the floor, an over-stuffed easy chair, and low shelves on which to display books are all that is needed to provide a relaxed, comfortable physical environment.

You should not limit yourself exclusively to cloth books; but should provide large picture books and other books which appeal to children's senses. Such books contain objects to be manipulated, textures to feel, and sometimes pop-out pictures. Appendix VI contains a list of books suggested for very young children.

Since books are expensive, in all probability you will need to supplement the books which you purchase with additional ones borrowed from the local library. Children should be taught to care for all books, both classroom and borrowed. With proper guidance they will learn to handle all books appropriately.

Two helpful additions to your library area are a felt board and colorful pictures and posters on the wall. All pictures should be hung at the child's eye level, and may be actual photographs of your chilren, simple pictures cut from magazines, or your children's own art work.

A felt board can be constructed simply by taping a large piece of felt on the wall or some other flat surface. Smaller shapes cut from colored felt scraps will adhere when placed on the large felt surface.

The library area should be enclosed so that very young infants can not crawl in without adult supervision. We have discovered, however, that even very young infants often enjoy sitting on an adult's lap while he/she is reading to other children. Experts feel that listening to the spoken word assists all children to acquire language skills, and therefore adults should spend as much time as possible talking and reading to children.

Suggested Activities for Children Ages 18-30 Months: Language Development

At 18 months most children are basically non-verbal in that they have not learned to listen carefully, nor is their attention span long enough to understand long explanations. Usually, with rare exceptions, they speak only words rather than complete sentences. Evolutionary growth towards more mature speech patterns may be fostered by conversation with the teacher about simple, familiar things such as pictures of babies, big people, cars, fruits, animals, etc., and other familiar subjects.

Vocal interaction between teacher and children will stimulate them to perfect their powers of observation and description. Imitations, acting our simple roles, singing songs, and listening to stories all tend to increase the length of the child's attention span. These activities contribute to active and passive vocabulary and stimulate the development of language skills.

Dressing time and diapering time are ideal occasions for encouraging language development. Talking, singing, games of "peek-a-boo" and "where's the baby's nose... eyes, etc." are various ways of approaching this goal. Even though young children may not always know what a teacher may mean when she/he is talking, children need to listen to spoken language in order to learn how to make the proper sounds we know as language.

OPTIONAL AREAS

In addition to the five major areas which ought to be a permanent part of every infant toddler and toddler two-year-olds classroom, there are several other optional substitutes which you may wish to introduce periodically.

Sand Play

Infant toddlers enjoy playing in a small plastic tub or box filled with sterile sand or corn meal. While initially children may attempt to eat the sand or corn meal, they soon discover that it is not very pleasant in either taste or texture. Very young children can be relied upon to experiment in such a manner, therefore the sand you use initially must be sterile. Ordinary beech sand should not be used for this age group.

Both corn meal and sand used by infant toddlers should be thrown out and replaced at least twice a month. Such a practice will prevent the growth of meal worms in the corn meal and the accumulation of dirt and dust in the sand box.

The indoor sand area should contain objects for pouring and digging. A word of warning - from our experience we recommend that you use a sand table rather than a sand box for the toddler two-year-old groups. In our first toddler two-year-old classrooms we had a large sand box area so that children could climb into the sand, cover up their feet, feel it between their toes, etc. However, we discovered that the children in training pants would often visit the sandbox instead of the toilet just so they would not have to interrupt their play. Naturally the sand box soon became a very unsanitary place. When we discovered what was really happening we had to throw away all the sand. Now we use sand tables since children can not climb into them. Consequently they use both the sand area and the toilet for the purposes for which each was intended.

Water Play

Children ejoy using water both indoors and outside. When used inside, care should be taken to protect the children's clothing by using plastic smocks and having newspapers and a mop close by to take care of any spills.

Although you may have the money to purchase a water play table, a large plastic wading pool is almost as good and costs but a fraction of the price of the commercial product.

Water is a natural medium for play, relaxation, and learning. It has a natural attraction for children of all ages, and if it is presented in interesting and stimulating ways, it is one pleasurable experience which is never outgrown. When children are upset or tired, they will often choose repetitive water play to soothe them.

The infant is too young to know the meaning or value of water play, the imaginative teacher can help to keep them reaching out for new things to discover and explore. For the present you are providing him/her with some experiences which later in life will be expressed in love of the water, be it river, lake, or sea.

Provide water and simple materials for experimentation, and let the children become an experimenter and discoverer. Start out with simple small plastic cups, plastic squeeze bottles, funnels of different sizes, sponges, and small containers of different sizes. For young children food coloring makes water play even more exciting.

Music

All children respond to music. Even the youngest infant will turn his/her head hwen he/she hears a sound. In the infant-toddler classroom, noise-making materials should be readily available. Infants need rattles, music boxes and squeeze toys with noisemakers inside the toy rather than on the outside. Little fingers can detach the outside mechanisms, and as everything goes into their mouths, the object may be swallowed, or aspirated into the windpipes preventing a child from breathing.

Infant-toddlers love pull-toys that clack, chime or otherwise make sounds. In addition, they should have the opportunity to use drums, bells, tambourines and shakers. Such musical instruments may be purchased or homemade. The Musical Recipe Book, published by The Educational Development Center, Newton, Mass., describes how you can make your own musical instruments for children. Appendix VII contains a list of musical instruments which young children enjoy.

If possible, it is wonderful to have a record player in every classroom. Naptime is often more pleasant if children can listen to soft music while they go to sleep. Older two-yaar-olds may enjoy playing records themselves. If teachers permit this activity, children must be taught how to take care of both the records and the machine. This training helps keep your own records in good condition, and allows you to borrow records from the local library in good conscience, confident that they will be returned in the same condition as when they arrived.

A word of warning - never allow the record player to be blaring music while no one is listening. Such noise serves no useful purpose and is actually distracting, for it increases the general noise level present in the room and introduces a non-productive stimulus.

In addition to offering music through the suggestions previously mentioned, adults should sing to and with their children. Toddlers, and especially two-year-olds, love to sing their favorite songs. A teacher does not need to have a good singing voice, for the fun of singing will make up for any inadequacies in musical ability. Neither does a teacher need to play a musical instrument in order to provide music and singing activities for his/her children in day care. If you have some one who can play the guitar, and sing, that is a definite asset to your music program, but it is not essential. If you would like to learn to play a simple instrument we suggest that you try the auto harp. It is a stringed instrument which plays chords when you push numbered buttons with one hand while strumming with the other. Appendix VIII contains a list of musical records and songs which our children find enjoyable.

The purpsoe of including music in the curriculum is to assist the child in developing an appreciation of sound qualities - singing, movement, and language. Therefore, a child is never too young for music. Music enriches all sorts of experience; creativity, social behavior, sill in playing musical instruments, etc.

Music should not be reserved for the talented child, it should have a universal appeal. By developing listening skills, children learn to distinguish

between discord and harmony, become aware of rhythm, and learn to appreciate tonal quality.

Even before an infant learns to walk, he responds to music by clapping his hands. The walking infant will stamp his feet, clap his hands, and march around to the sound of music. Since the infant has not developed skills so that he/she can respond to tempo of music, the teacher can initiate activities that will direct the child's movements to be in time with the music. Some children seem to respond naturally to rhythm, some learn it through practice, and others never seem to get it, but all can enjoy music.

Thus, not only do children enjoy playing music and singing, but they also like to move their bodies to the rhythm. When musical instruments, colorful silk scarves, and bright tissue paper are supplied, children can express themselves creatively - merging sound, movement, and color.

Science

Science permeates all aspects of preschool learning activities both directly and indirectly. While playing with water children experiment and learn about specific gravity (for example, what objects float? What objects sink?). Sand play affords a valuable exoerience in size (What particles will go through the sifter and how big are the ones which get left behind?). In music one hears a variety of tones and tempos. Art activities provide sensory experiences in touch, taste and smell. In fact, all areas in the classroom provide the child with opportunities to explore and discover scientific principles.

IF science is everywhere, do you need a separate science area? The question is really up to you, but we believe that chiildren of all ages should be exposed to two basic entities - plans and animals.

Plants provide variety and nature life to all classrooms. For infant-toddlers we recommend that such plants be placed in sight but out of reach. Often immature infants enjoy ripping off leaves and stuffing them in their mouths. Not only does this activity ruin the look of the plant but may cause a child to become ill. Poisonous plants have no place in any preschoo classroom or, for that matter, in any home with young children in the family.

Toddlers, and especially two-year-olds, enjoy watching things grow. At the Lesley College Children's House we have small indoor gardens where children plant grass, beans, carrots and even tomatoes. Watering the plants becomes a daily ritual which most two-year-olds enjoy. Since they are overgenerous with water, try to find plants which will tolerate excessive moisture.

Two-year-olds enjoy assisting teachers in caring for animals, Such children like the daily routine of cleaning the cages and feeding the animals. In our toddler - two-year-old class we have gerbals. It is important to house all animals in sturdy cages, enclosed by screening on all sides for their own protection. Moreover, we advise that you keep animals away from both the block and small manipulative toy area because sometimes children stuff or drop objects into the animal cages.

Glass fish tanks should be stored in sight but out of children's reach. One of our two-year-old's hit the glass tank with a hammer, with disastrous results for the fish. Fortunately the child was not hurt. Infant - toddlers enjoy watching goldfish swim about. Again, be sure that such tanks are placed in sight but out of the children's reach.

For the benefit of toddler - two-year-olds you may wish to set up a science display area. Together you and the children can exhibit the treasures which you have found. Such exhibits might include seashells collected from the beach, leaves, nuts, sticks and flowers gathered on a walk, or even stones of various sizes and colors. Children enjoy examining such objects. Discussions about them aid the development of their language skills.

LANGUAGE DEVELOPMENT AND MATHEMATICAL SKILLS

Throughout the day children are exposed to language and mathematical skills. While such activities should never be presented in a formal way, their demonstration should be part of the classroom program. Scales which blaance evenly when an equal number of rings are placed on either side, manipulative toys which call for the correct matching of pegs and holes (number sorter), and finger plays all contribute to the development of such concepts, as do many table games and puzzles.

Good teachers talk to children. In addition, children enjoy counting out numbers with teachers. If teachers and children recite in unison, the children acquire both language and mathematical skills. Picture lotto games are fun, especially for two-year-olds, and helps to build both object recognition and vocabulary development. Attractive pictures placed at children's eye level throughout the room both elicit questions and develop language skills. Usually language and number materials are not housed in any one area of the classroom, instead such skills are taught to the children through informal teacher-child inter-action and direct child-toy involvement.

Part Two: CARETAKING FACILITIES AND SOME SUGGESTED PROCEDURES

Essential elements of any pre-school program include the caretaking aspects of eating, sleeping and toileting. While such activities may seem routine to adults, they can provide a rich learning experience for children. Since a child's world is essentially egocentric, composed mainly of activities and feelings directly pertaining to himself, the basic functions of eating, sleeping and elimination are especially significant.

Eating.

Eating is important not only for the maintainence of life but also for the development of emotions and behavior patterns. In fact, the infant's earliest feelings of comfort or discomfort, trust or mistrust, are concentrated mainly on the satisfaction of his hunger needs. As he grows older the child's appetite and behavior at mealtimes are sensitive indicators revealing his inner feelings. Therefore it is important to provide a pleasant environment for eating, not only to insure adequate nutrition but also to encourage personality development.

Due to the individual nature of infant feeding schedules, programs caring for young infants need ready access to a kitchen area.

A small "efficiency" unit should contain at least a sink, refrigerator, stove, dishwasher and cabinet storage area. At Castle Square we have such a unit built into the classroom alcove where the older infants and toddlers eat. Here teachers prepare the cereal and baby food to be fed to infants, and warm bottles. While research has demonstrated that there are no ill effects caused by feeding infants cold milk, our teachers (all mothers themselves) feel strongly that they do not want to give babies such cold liquids.

Even if you have a kitchen adequate for formula preparation, we advise you to use prepared formulas for your infants. While the initial cost may seem higher, actually you save both the teachers' time and effort, allowing them to care for the children more effectively, and at the same time you reduce the hazards of possible infection. A dishwasher should be used to wash and sterilize all bottles, dishes and eating utensils used by infants.

All very ycung infants should be held while being fed. At the Lesley College Children's House as soon as infants are able to sit up we place them in individual chair-feeding tables in the kitchen area with the young tcddlers. Infants are allowed to experiment with finger-feeding themselves supplemented by assistance frcm teacherx. Older toddlers sit on child-sized chairs at child-sized tables, using child-sized eating utensils. They feed themselves without assistance.

The small kitchen area is covered with linoleum in order that it may be cleaned easily. While the walls are brightly colored there are no toys in sight to distract tne children while they are eating.

Plastic smocks are hung on individual hooks, and each child waers a smock while eating. Each child's own facecloth is hung nearby for washing both face and hands before and after meals.

In our opinion, programs caring for very young infants need access to a small kitchen area. Here food can be prepared according to individual infant feeding schedules. Older infants and toddlers can eat in the kitchen area away from the distraction of toys and other stimuli. Food for such children can be prepared in this small kitchen, or if your infant center is part of a larger Day Care unit, food for such older infants can be sent from the main kitchen and served to the children in the smaller kitchen area.

Older toddlers and two-year-olds do not need such an expensive set-up in their classrooms. However, a small refrigerator does ccme in handy for storing mikk and juice because scme children may like to take a bottle to bed with them at nap time.

Insuring a positive, accepting attitude toward eating is one of the most important goals to be stressed at the Day Care center, since acceptance of food is often highly correlated with positive feelings toward self. At mealtime a child is introduced to a variety of nutritionally desirable foods and encouraged to practice the accepted customs regarding eating, whatever they may be. The following are general suggestions pertaining to eating at the Day Care center.

1. Child sized tables, chairs and eating utensils should be used at the center, as children will enjoy eating more if they are comfortable and can manage the implements. If tables have been used for other previous avtivities they must be cleared and cleaned. Often children enjoy helping to clean and set up tables in anticipation of meal time. While picnics and eating out-of-doors provide enjoyable variation occasionally, most meals should be served while the children are sitting comfortably around a table in their classroom or lunchroom area.

2. Be sure that tables are set and that the food is ready to serve before children are allowed to sit down. A group of young children just sitting, waiting, becomes restless very quickly. In many programs children help clean up the room, wash their hands, and then enjoy a quiet group activity such as a story prior to eating. This kind of plan helps calm children down after active play so that they will enjoy their food and table conversation.

3. If possible, there should be at least one adult per table of children, not only to supervise the table but also to provide a role model. Children learn through imitation, therefore an adult who enjoys a wide variety of different foods, enjoys eating, and uses appropriate table manners can do much to teach children about food and table manners both directly and by example.

4. Servings to young children should be small. Children vary not only in the amount of food they will eat, but indeed the amount of food that the same child will eat at different times. If first servings are small, then the hungry child can ask for a second serving while the child with a small appetite will not be overwhelmed by what to him seems a vast amount of food.

5. Family-style service should be used whenever possible. For young children, family style serving where the child helps himself, is preferable to standard cafeteria food service. Not only is the amount of food

served more likely to be in accordance with the individual child's needs, but also family style service is more home-like and encourages social conversation.

6. Most pre-school children enjoy simple foods that "look good", contrast in color, and are served attractively.

7. Children should never be deprived of food as punishment for unacceptable behavior occuring at other times during the day. Such punitive action on the part of the teacher can only be seen as unfair since the punishment is in no way connected with the misbehavior, and such deprivation of food can only create feelings of hostility and resentment in the child.

8. Children should be encouraged to assist in cleaning up the table afterwards. Encouraging such follow-through activities assists children to develop a sense of logical sequence from beginning to end, and helps them achieve a feeling of completeness.

Sleeping.

Programs which care for young infants will need to have a separate area away from the busy noisy classroom where babies can nap according to their individual schedules. Such a "crib room" should be used only for sleeping infants.

Each crib should have a mobile over it for babies to look at when they awaken. We feel strongly that infants should not remain in their cribs when wide awake but should join the other children in the classroom.

Ideally, there should be a diapering area in the crib room so that infants can be changed before and after napping. Since cots take up an enormous amount of room, children should begin to sleep on cots as soon as possible. Cots can be placed in the classroom temporarily thus eliminating separate sleeping quarters. Usually we try to arrange for toddlers to nap on cots as soon as they begin to walk. Not only

does this practice save space, since cots can be stacked and stored away when not in use, but also this policy eliminates the danger of children climbing out of their cribs and getting hurt.

While very young infants sleep according to their own individual schedules, we recommend that you try to get older infants and young toddlers onto a regular morning and afternoon nap routine. In the infant center at the Lesley College Children's House the children are encouraged to take a short rest after juice at 10 a.m. and a longer nap later in the afternoon, from 2:00 p.m. to 3:00 p.m.

Our older toddlers and two-year-olds require only one long afternoon nap after lunch, and sleep on their own individual cots in the classroom during this period. After naptime, cots are stacked and stored out of the way.

Naptime is something most pre-school children require, but often resist. Often children find it difficult to leave an exciting, stimulating environment to rest quietly and even sleep. The teacher must feel confident that such a nap period is good for children if she expects to convince them to cooperate. Moreover, she must be able to communicate her convictions to them.

Maintaining limits regarding naptime behavior are often difficult for children, due to their greater dependency needs at this time, and conversely their needs to rebel against adult imposed demands.

The means through which the teacher maintains limits at anptime may support and reassure a child or undermine his sense of self. Through quietly whispering a reminder of her expectations, and reassuring him with a smile and a comforting pat, tje teacher is often able to help a child settle down to rest. Disapproving frowns and threats of reprisal are a negative means attempted by some teachers to gain compliance with nap time limits. Such teacher expressions of disapproval with behavior at nap time may be taken by the child to mean a general disapproval of him as a person. Through making a child feel uncomfortable and/or angry, the teacher may be encouraging resistance and rebellion at nap time. Such action and reaction can sometimes lead to a vicious cycle of revolt and consequent reprisal.

Often such confrontations can be prevented through creating an atmosphere which suggests rest, and supports compliance with nap time limits through sensitive teacher support for children. Several suggestions may help to make nap time more pleasant.

1. Young children like the security of routines, so nap time will be more successful if it occurs at the same time every day. Most centers find that children are ready for sleep immediately after the noonday meal.

2. Each child should have his own cot and blanket clearly marked with his name. Not only is this good health practice, but such labeling affords a child assurance of his identity and reinforces the expectations of nap time.

3. Cots should be put in the same place for nap period each day so the child knows where he belongs at that time. There should be adequate space alloted between cots (at least two feet) to allow good ventilation and prevent the children from disturbing each other. Children who have trouble resting should not be placed beside one another. When possible, a separate room should be used for those children who have difficulty sleeping or are apt to bother others.

4. Often a darkened, quiet room assists children in sleeping. Usually pre-school children require no more than an hour or two of rest during nap time. A child who continually sleeps longer than two hours, or falls asleep consistently at other times during the day, should be referred for medical and social investigation.

5. There should be a regular procedure for ending nap time. In some centers, as children awaken they are assisted in putting their cots and blankets away, and directed toward a quiet activity. When most of the children are awake, or a sufficient number are ready to join in small group activity, one or more teachers will take this group out of doors or to another area in the center. Nevertheless at least one teacher must remain with the sleeping children at all times in order to insure their safety, and assist children who are awakening.

Children in an all day program need a regular rest time daily. Teachers can assist children to gain the required relaxation and sleep they need through supportive reassurance and patient understanding of children's needs. The teacher should not attempt to force a child to sleep, but she should expect him to respect the sleep rights of other children in his classroom.

Diapering and Toileting

Almost all infants under thea age of two, and many children under the age of three may require diapering. In order to provide proper care, you should have adequate diaper change areas. As mentioned previously, we suggest one such area be located (if possible) in the crib room to facilitate the diapering of infants before and after naps. In addition to a waist high counter surface on which to lay the baby, the diapering area shoudl contain a large sink with hot and cold running water for bathing children, if necessary, and for washing off babies with each diaper change. Children should be washed with every change of diapers, as urine contains ammonia and can rapidly break down a baby's skin if such care is not taken. Every child should have a special facecloth used only for this purpose, and such cloths must be alundered daily. Furthermore, a coating of vasoline, Desitin or baby lotion should be applied to babies' bottoms each change in order to provide a protective layer between skin and excrement.

While a change area is helpful in a crib room, the main change counter should be located within the larger classroom area for infants where teachers can perform this child care task without disturbing sleeping babies, while at the same time supervising other children in the classroom.

In the case of older toddlers and two-year-olds, it is helpful to have the diapering area adjacent to the toileting room. This will help children understand the connection between elimination and toileting activities, and ease the transition from diapers to toilet training. As in the infant center, all childern in diapers need to be washed, using their own cloths which are used exclusively for this purpose. Again, such cloths require daily washing.

Toileting is a significant experience in the life of a young child for many reasons. The particular curcumstances surrounding his toilet training may be conducive to promoting feelings of self-confidence and self-esteem or developing feelings of failure and inadequacy. Either outcome affects many aspects of behavior. Often excessive negativism as a personality trait derives from rigid early toilet training procedures. Various inhibitions which may affect spontaneity and creativity can also be traced to the same source. Loss of self-confidence is a further result of overly strict toilet training.

Fortunately many children are allowed to become toilet trained at their own rate as they develop physical and emotional maturity. Such children are rewarded for their successes rather than penalized for their failures.

What are some constructive procedures regarding toileting practices at the Day Care center?

1. The physical setup plays an important role in helping to build positive feelings in the child around toileting. The room itself should be pleasant, well lighted and attractive. Furthermore, the surroundings should hlep the child feel safe and comfortable. Heavy doors which shut children off from others during toileting can produce anxiety and fear reactions. For this reason any massive doors should be removed entirely or replaced with latticed or free-swinging booth doors. Separate toilet facilities for girls and boys are not necessary in pre-school as the toileting arrangement should be casual and matter-of-fact at this age.

2. If children are to learn to care for themselves independently, they need equipment well suited for their use. Many children are afraid of falling into an adult-sized toilet, thereofre child-sized toilets are preferable for use in the Day Care center. If such equipment is too expensive, a reasonable sugstitute can be constructed to make the seat opening smaller.

When converting adult-sized toilets for children's use, a step platform should be fashioned to fit in front of the toilet. This arrangement provides easy accessibility. Moreover, children feel safer and more comfortable when they can rest both feet on a firm surface.

3. Washroom facilities shojld be located in or near the toileting area in order to provide easy access for hand-washing to encourage good hygiene habits. Children should be encouraged to wash their hands after toileting, and hand-washing should be required before they are allowed to eat .

Sinks should be lowered to a height easily reached by young children or step platforms constructed so that they can reach the basins without assistance. A mirror should be hung securely over wash basins to help children see the results of their efforts.

Soap and paper towels should be provided also in the washroom area, as well as a waste basket for disposal of used towels. ..... A word of caution! Paper towel dispensers

should be placed as far away from the toilets as possible. Children often enjoy stuffing paper down the toilet and then watching it flush away. Paper towels do not flush down easily, however, often they will clog the toilet drain.

4. In an all-day program it is necessary for each child to have his own face cloth and towel for more extensive cleaning purposes. Each wash cloth and towel should be clearly marked with the child's name and hung on assigned separate hooks placed so that neither cloths nor towels touch each other. All washcloths and towels should be laundered daily. Extra washcloths come in handy for cleaning children after "accidents". Naturally such cloths should be laundered after use and never reused afterwards for washing a child's face.

5. Ideally each classroom should adjoin toilet and washroom facilities. This arrangement provides the optimum in accessibility and ease of supervision. When toileting facilities are located at a distance from classroom areas, adult assistance and supervision become increasingly difficult. If access to toileting areas is safe, when children are mature enough and feel secure they can attend to their own toileting needs independently.

Since a set toileting schedule rarely meets individual needs, every attempt should be made to avoid such pattern. However, most teachers find it advisable to suggest toileting for all children at intervals such as mid-morning, before lunch and after naptime.

Often problems concerning toilet training occur at the day care center due to earlier training procedures initiated at home. Since feelings and behavior are closely linked with toileting, a sensitive, understanding teacher can promote self-confidence and encourage independence in this area. "Accidents" should be handled in a matter-of-fact fashion, and every attempt should be made to discover the cause if these episodes are repeated. If teachers are relaxed and supportive of toileting procedures, children will feel more at ease and accept toilet training as a normal ordinary procedure.

Laundry

A final important area facilitating child care for very young children is a laundry area containing a sink, a washer and a dryer. If you plan to launder your own diapers such equipment is a necessity. Even if you use disposable

diapers (which we strongly recommend) you will have washcloths, towels, sheets, blankets and clothing to launder each day. At the Lesley College Children's House our washer and dryer are located next to the kitchen area. Children often "help" teachers with any laundry which needs to be done during the school day. After a busy morning of painting, pasting or other messy art activities, toddlers' clothes need washing. Usually we find that babies require several changes of clothing a day. Therefore all our children under the age of one year are changed into colorful school jumpsuits when they arrive in the morning, so that they may be changed as often as necessary and still have their own dry clothing to wear home. Toddlers and two-year-olds remain in their own clothing, and parents are asked to bring a change of clothes for use in case of "accidents". In addition, the school maintains a large supply of assorted clothing for emergency use.

Sometimes in mid-morning, and always at the end of each day, all soiled clothing is washed, dried and put away for use the next day.

S U M M A R Y

In this phamphlet we have provided suggestions on the daily programming aspects of caring for infants in groups. Included in the discussion were the following topics:

Learning Areas

Care-taking Facilities - fundamental aspects essential to providing quality care for young children.

APPENDIX I

SUGGESTED MANIPULATIVE TOYS

CREATIVE PLAYTHINGS	Cost
Hanging Balls	$ 3.50
Pulling Sounds	8.00
Turning Balls	7.00
Bell Mobile	8.00
Three Wooden Rattles	5.00
Tube Rattles	2.50
Teeching Rings	2.50
Teething Jack	2.00
Texture Ball	5.00
Clutch Ball	3.00
Samll Sponge Ball	.50 ea
Grasshopper	2.95
Anyway Racer	3.95
Pull Balls	4.00
Pull Cubes	4.00
Peg Bus	6.00
Boat Train	5.00
Pushing Rods	3.50
Hedgehogs	2.00
Peg Sandwich	3.50
Hammer Balls	5.00
Hammer Pegs	5.00
Floating Animals	4.50
Bendable Mirror	4.00
Nesting and Stacking	5.00
Plastic Puppets	3.00 ea.
Lock Box	14.00
Color Lookers	2.50

CHILDCRAFT	
Cradle Chimes	3.50
Crib Gym	5.95
Gyro Teether	3.50
Octo Teether	1.50
See-Hear-and-Touch Rattles	5.50

CREATIVE PLAYTHINGS

Clutch Ball	$ 1.95
Pattern Pull	2.75
Baby Shapes	2.50
Giant Links	1.95
Sound Stack	1.50
Finger Exerciser	1.50
Color Stacking Discs	3.50
Nesting Drums	1.95
Learning Tower	1.25
Lacing Show	4.50
Sequential Sorting Box	7.95
Play Chips	4.75
Shape-Sorting Box	5.00
Kittie in the Kegs	1.25
Fit-A-Shape	3.95
Puzzle Blocks	2.00
Pounding Bench	4.50
Chunky Nuts	2.50
Workbench	4.00
Threading Spools	3.95
Large Beads and Strings	7.00
Parquetry	3.25
Large Peg Board and Pegs	5.00
Jumbo Gear Board	5.95
Learning to Dress	3.95 ea.
All by Himself; All by Herself	2.50 ea.

APPENDICES II

SUGGESTED WHEELED TOYS

	Creative Playthings	Cost
Oversize Vehicles	Riding tractor and trailer	$34.95
	Riding dump truck	11.95
	Jumbo derrick truck	14.95
	Giant Ride'em Bus	26.95
	Riding Truck	30.95
	Four-wheel rider	10.95
	Carriage	27.95
Small-wheeled Toys	Blockmobiles	9.95
	Garage	11.95
	Marina	11.95
	Wooden vehicles	3.50 ea.
	Childcraft	
Oversize Vehicles	First wagon	11.95
	Wee Wheeler	7.95
	Tricycles (12" front wheel)	18.95 ea
	Wrecker	13.95
	Freight van	19.95
	Transfer truck	16.50
	Delivery truck	15.50
	Pickup truck	10.95
	Dump truck	13.50
	Sit-on freight train	69.95
	Ferry boat	8.95
	Steamer freight tanker	9.95
	Bentwood carriage	23.00
Small-Wheeled Vehicles	Bulldozer	8.95
	Jet airliner	10.95
	Trailer dump truck	10.50
	Fire engine	8.95
	Transportation complex	10.95
	Air shuttle	3.00
	Helicopter	2.50
	Highway fleet	6.50
	Midi-Vehicle Set	7.95

APPENDICES III

Creative Playthings	Cost
*Cloth bricks	$ 7.95
Cardboard blocks	9.95
Naef Spiel	8.95
Playpax	8.95
Playroom block set	57.95
‡Nursery school set unit blocks	105.00
Apartment house	32.95
Big bedroom	39.50
Gas station	17.50
Block play traffic signs	3.95
Vinyl animals	11.95
Pliable people	9.00

*For infants only.
‡For two-year-olds only.

APPENDICES IV

SUGGESTED ART MATERIALS

Equipment	Cost
Childcraft Interlox Wells	$ 4.95
Flex-Flo dispenser	3.75
Easel brush 1/2"	4.00 doz.
Teacher's shears	2.10
Desk stapler	8.95
Paper punch	.80
Supplies	
Paint	
Primary tempera (quart)	19.50 doz.
Finger paint (quart)	17.50 doz.
Poster paint (quart)	23.50 doz.
Paper	
Newsprint (500 sheets)	2.75
Finger paint paper (100 sheets)	25.00 doz.
Tissue paper (50 sheets)	1.25
Oak tag (50 sheets)	.95
Construction paper assorted colors (100 sheets)	.95
Manila drawing paper (500)	21.00 doz.
Brown wrapping paper	9.20
Miscellaneous	
Elmer's Glue	4.85
Felt-tip markers, assorted colors	3.95 set
Oversized hexagonal wax crayons assorted colors	.50 set
Cray-Pas, assorted colors	.50 set
Play-Doh, assorted colors	1.50
Popsicle sticks (1000)	2.25
Pipe cleaners, assorted colors (100	1.25
Assorted materials for collage	Donated

APPENDICES V

SUGGESTED TABLE TOYS

Creative Playthings	Cost
Things puzzles	$ 4.00
Number sorter	4.00
Wooden puzzles	4.00
Circles, squares and triangles	5.00
Shape dominoes	4.00
‡ Look-in puzzles	6.00 ea.
Design cubes	6.00
‡ Magnetic shapes	4.00
‡ Number pairs	3.50
‡ Lottos	3.95
‡ Colors and Shapes	9.95
‡ Small magnets	1.95
Table-top blocks	10.95
Childcraft	
See-into Puzzles	3.00 ea.
Puzzles with small knobs	3.00 ea.
Beginner's wood inlay puzzles	2.00 ea.
Peg-sorting board	4.75
Vehicle puzzle	3.00
Zoo puzzle	2.75
Puzzles with small knobs	3.00 ea.
Knob puzzles	6.25 ea.
Simply cut puzzles	2.00 ea.
Beginner's Community Scene Puzzles	2.00 ea.
First jigsaws	1.50 ea.
Stand-up Puzzles	2.00 ea.
Play Rings	4.00
Dyructural Blocks	11.95
Decreasing Ingets	1.95 ea.
‡ Tactile letter blocks	22.95 set
Number Learner	1.95
Tactile domino blocks	9.95
Beaded abacus	4.00
‡ Rods and counters	5.50
‡ Add-a-Count scale	6.50
‡ Pan Balance scale	9.95
‡ Tactile time teacher	4.95

‡ For toddler two-year-olds only.

APPENDICES VI

SUGGESTED BOOKS FOR INFANT-TODDLERS

Aldis, Dorothy	All Together	Putnam	1952
Allen Marie	A Pocketful of Poems	Harper	1957
	Baby's ABC	Platt & Munk	
	Baby's First Book	Platt & Munk	
	Baby's Playthings	Platt & Munk	
	Baby's Things	Platt & Munk	
Brown, Margaret Wise	A Child's Goodnight Book	Young Scott Books	1950
Brown, Margaret	Baby's Animals	Golden	
	Goodnight Moon	Harper	1947
	The Noisy Book	Scott	1939
Davis, Daphne	The Baby Animal Book	Golden	1964
Ets, Marie Hall	Gilberto and the Wind	Viking	1963
Flack, Marjorie	Ask Mr. Bear	Macmillan	1932
	Angus and the Ducks	Doubleday	1930
	Angus and the Cat	Doubleday	1931
Frank, Josette	Poems to Read to the very Young	Random	1961
	More Poems to Read to the Very Young	Random	1967
Geismer, Barbara	Very Young Verse	Houghton	
Krugllovsky, P.	The Very Little Boy	Doubleday	1962
	The Very Little Girl	Doubleday	1962
Krauss, Ruth	The Bundle Book	Harper	1951
Langstaff, N.	A Tiny Baby for You	Harcourt	1955
	My first Toys	Platt & Munk	
Pfloog, Jan	The Farm Book	Golden	1964
Petersham, Maud & Miska	The Box With Red Wheels	Macmillan	1949
Steiner, Charlotte-	My Slippers Are Red	Knopf	1957
	Things to See	Platt & Munk	
Wright, Blanche ed.	The Real Mother Goose	Rand McNally	1966

APPENDICES VII

SUGGESTED MUSICAL INSTRUMENTS

Creative Playthings	Cost
Drum	$ 6.00
Rhythm band set	10.95
Childcraft	
Rhythm band primary set	15.00
Jingle Bells	.75
Hohner wrist bells	.90
Maracas	1.95
Hohner tambourines	5.00
Mini-drums	3.00
Av-to-Harp	42.50
Xylophone	3.50
Portable phonograph	75.00

SUGGESTED RECORDS

Adventures in Rhythm	4.15
American Folk Songs for Little ONes	5.95
American Games and Activity Songs for Children	5.95
American Play Parites	5.95
Birds Beasts, Bugs and Little Fish	5.95
Burl Ives Sings Little White Duck	1.89
Rhythm and Game Songs for Little ONes	5.95
Song and Play-Time	5.95
Songs to Grow-On-Nursery Days	4.15
You'll Sing a Song and I'll Sing a Song	5.95

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